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# Reading Matters!

Early Literacy Coaches' Newsletter

## LETRS Module 4-6 Review



### Module 4

This Module emphasized the importance of word meanings for comprehension. Beginning with an overview of the vocabulary gap (Matthew Effect: Rich get richer and poor get poorer) that characterizes many poor readers, we explored the roles of home language, reading aloud (PLEASE DO IT!), verbal modeling in the classroom and independent reading in vocabulary development. Many methods for teaching breadth and depth of word knowledge were introduced and practiced. Review the list of methods below and try one in your class!

**Semantic Mapping:** Word is place in the middle of web. Students fill in the following outlining parts of web: word structure, synonym, examples, personal associations, multiple meanings, common contexts, and descriptors. (p.17)

**"Ten-Dollar" Words:** Take a simple phrase and rewrite it with more interesting language.

Ex: Class, please line up! -- Class, kindly arrange yourselves in linear fashion! (p. 21)

**Four Square:** Use handout attached. Write vocabulary word in the middle and fill in the outlining boxes: definition, examples, non-examples, and characteristics (or picture). (p.28)

**Word Categories:** Choose a unit you are studying (superordinate group). Create subordinate groups and a list of related vocabulary words. Write each word on an index card. Pass out the cards to the students/groups of students. Have students create a "living" graphic organizer. Once completed, students can complete the classification map attached to use as a study guide. (Remember the "Dogs" example from training—p. 29-30)

**Formulating Definitions:** Use the following format to make a definition for voc. words.

(WORD) = (category, synonym) + (attributes)

A \_\_\_\_\_ is (a) \_\_\_\_\_ that (is, does) \_\_\_\_\_.

(word)

(Part A: category, synonym)

(Part B: defining attribute(s))

Module 4 Cont'd

**Semantic Overlap in Groups of Words:** Compare and contrast groups of words. Stretch students' thinking by having them determine how the words are alike and how they are different.

Ex: daughter, sister, niece vs. nun, waitress, actress (p.35)

**Antonym Pairs and Scaling:** Take a pair of "gradable" antonyms and fill out a scale from one extreme to the other that degrees of meaning.

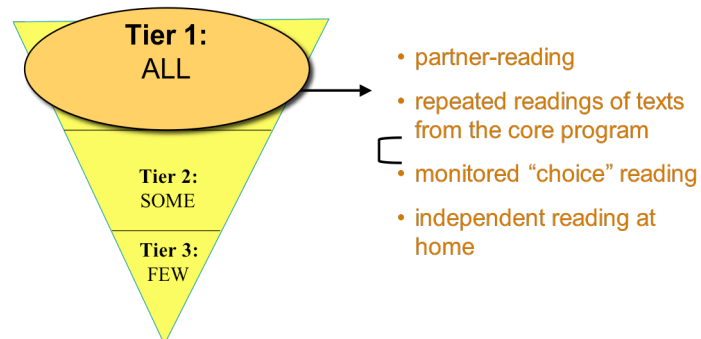
EX: \_\_\_\_\_  
honest                      straight                      fair                      dishonest                      devious

Module 5

In this Module, we defined reading fluency and explained the close relationship between oral reading and fluency and comprehension. We explained and illustrated why and how fluency in component reading skills leads to fluent reading of text. Many research-based techniques for building fluency at each tier of instruction were demonstrated and practiced. See below for a review of fluency instruction at each tier.

*Fluency Practices for Tier 1 (Especially Effective for Grades 2–3) (Strahl & Harbach, 2005)*

Figure 3.1: Three-Tier Model for Reading Instruction



p. 46

Partner Reading: Designate appropriate partners by following the directions found on p. 47 of your Module. Demonstrate how to use the Reader/Coach cards (attached) whole group and then transition to partners.

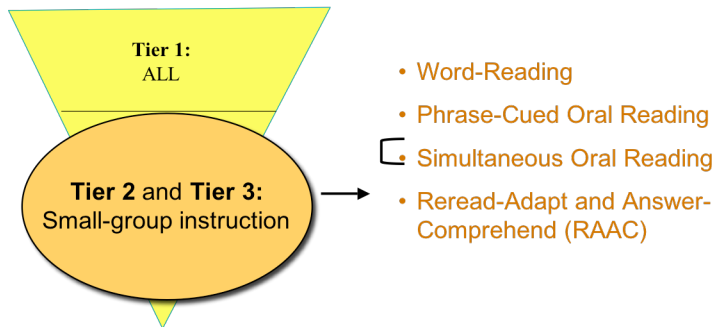


"Unless you try to do something beyond what you have already mastered, you will never grow."  
--Ronald E. Osborn

"Education is the not the filling of the bucket, but the lighting of the fire."  
--W.B. Yeats

Fluency Instruction for Students Who Are Below Benchmark (Tiers 2 and 3)

Figure 3.1: Three-Tier Model for Reading Instruction



**Word Reading:** Use fluency builders from the coaches' website ([coaches4.wikispaces.com](http://coaches4.wikispaces.com)) to practice fluency at the word level. If you can find what you need, create your own and email them to a coach so we can share.

**Phrase-Cued Oral Reading:**

- 1) Explain the purpose of reading in phrases, and then model how to read the phrases (see Fry Word Phrases on the coaches' website for a list, or extract phrases from your HM story for the week) for the students.
- 2) Put the phrases into sentences and display on Promethean board. Give students a hard copy to follow along.
- 3) Scoop under the phrases on the Promethean board to show students how to read the words.
- 4) Have students read the phrases and draw in the scoops on their own paper. (p. 55-56)

**Simultaneous Oral Reading:**

- 1) Select a short story that students can accurately read.
- 2) Preview story and vocabulary. Explain that you two will try to read a section with one voice.
- 3) Using good expression, read a portion of the story aloud while the student looks at the words being read and follows the text with her finger or pencil.
- 4) The adult and student read the text segment two or three times until





## Module 6: Comprehension

In this Module, we discussed and illustrated the many conditions, skills, processes, and abilities that influence reading comprehension outcomes. The goal was to help you anticipate the challenges students face as they prepare to read any given text, and to enable students to make inferences about underlying meanings.

We examined the text, reader, task and context variables that have an impact on comprehension. We also analyzed the challenges of written language processing, the ability to make inferences and the utilization of metacognitive strategies during reading. We concluded the session with an overview of teaching strategies that are supported by research. Please review those listed below.

**Translating Figurative and Idiomatic Language:** Create a list of metaphorical and idiomatic expressions. Write them down on index cards or poster paper. Write down the literal meaning for each expression on index cards/poster paper. Have students find the matches.

### **Ways to Build Sentence Sense..... (p.43-47)**

**\*\*Indirect Instruction\*\***

--Read to children from challenging and well-written texts. (PLEASE REMEMBER TO INCORPORATE A READ ALOUD INTO YOUR DAILY SCHEDULE!)

--Encourage expanded sentences in oral language.

--Reframe a short sentence as a longer, more complex one.

**\*\*Direct Instruction\*\*** (See attached for complete explanation on each strategy.)

--Sentence completion

--Sentence coding

--Sentence anagrams

--Classification of sentence types

--Sentence elaboration

--Sentence deconstruction and paraphrase

--Sentence combining

### **Making Inferences:**

Discuss the following two types of inferences with your students and assist students in making both types during reading.

**\*\*Gap-filling inferences:**

-Fill in gaps in the surface text (what is stated right in the words).

**\*\*Bridging inferences:**

-Connect the text meanings with prior knowledge.

### **We're on the Web!**

See us at:

[coaches4.wikispace.com](http://coaches4.wikispace.com)

